

Learning agreement

The learning programme forms a part of a package of documents for preparation and follow-up of each group activity. While exceptions are possible depending on the type of activity and the context, this package will typically include:

- **Learning programme** defining the activities and learning outcomes of the group mobility
- **Participants list** including all participants and accompanying persons at the activity. A simple template for this purpose is included at the end of this document.
- **Participant report** – an obligatory online questionnaire sent after the mobility to collect information about the results of the activity. For group mobility activities, the participant report is sent to the lead accompanying person in the activity.
- **Supporting documents:** proof of attendance of the activity in the form of a participants list (including accompanying persons) and the implemented learning programme (including the schedule of the activities, the methods used, the achieved learning outcomes, as well as the starting and end date of the activity). The supporting documents must be signed by the sending and receiving organisation.

Erasmus+ learning programme for group activities

1. Information about the learning mobility

Field	School education
Activity type:	Group short mobility
Mode:	Physical
Start date:	18/03/2024
End date:	23/03/2024
Participants' profile	<p>Ten students from the college Boris Vian from Coudekerque Branche, Sweden are attending a mobility based on common values, oral presentations, sustainable development and digitalization. The students have modern language studies in French at school. They are aged between 13 and 14 years of age. The students expect to use the Spanish, French and English languages to communicate with their peers, families and staff during the mobility. It offers the students an opportunity to experience another culture, a school system in another country and to improve communication skills with young people from other societies while partaking in themes of sustainable development, conservation and learning tolerance and openness for developing skills necessary to become eco-citizens. Digital competence and using ICT tools will be used during the mobility.</p> <p>Swedish students from Rinmangymnasiet, Eskilstuna, Sweden, are on an exchange the same week which broadens the mobility and gives more perspectives on European citizenship and tolerance.</p>

1.1. Sending organisation

Organisation Name	Collège Boris Vian
Address:	170 rue Victor Hugo 59210 Coudekerque-Branche France

1.2. Hosting organisation

Organisation name	IES Huelin, Spain (OID: E10152606)
Address:	C. Tomás Echeverría, 2, 29002 Málaga, Espagne

2. Timetable



	MONDAY 18	TUESDAY 19	WEDNESDAY 20	THURSDAY 21	FRIDAY 22
8:30	-IES Huelin: Assembly room., welcome from Erasmus coordinator and headteacher. Week plan explanation.	7:25 -IES Huelin: Coach to Granada	8:25 -IES Huelin School: Coach to Antequera	8:30 -IES Huelin school	8:30 -International student groups in order to prepare the end/final product of the week.
9:30	-Warming-up activities	7:40 -Teacher collection at Don Paco hotel	8:40 -Teacher collection at Don Paco hotel	09:30- Eco workshop at the assembly room by the Centre for Conservation of Marine and Coastal Species	- Part 2: Presentations in national groups of the nature and landscapes landmarks of each country. In international groups discuss differences and similarities of nature and its influence; create links between countries and a summary of their learning
11:30	Whole Group photo, school tour	09:15 -Visit to the Albaycin. Old Arab district	9:30 -Visit to Antequera dolmens (Unesco world heritage site from 2016)	10:30- Eco workshop at the beach	- Staff meeting in library: eTwinning, future collaboration...
11:30-12:00	-Break (sts at the playground, Ts at bar)	12:00 -Ts lunch at a restaurant or picnic lunch prepared by themselves and sts have picnic lunch prepared by families.	12:00 -Visit to Archidona.. Hermitage of Our Lady of Grace, which is built on the ruins of a Moorish Mosque	12:30- Break at the beach	- Break (sts at the playground, Ts at the bar)
12:00-15:00	-Guidelines for making the final product of the week (Large canvas or cardboard painting with supporting pictures)	13:30 -Self-guided tour to the Alhambra in English and French (Nasrid palaces, Alcazaba (citadel or fortress) and Generalife (summer garden))	13:30 -Teacher lunch at Restaurant Central at Archidona centre and packed lunch for sts prepared by families	13:00- Media literacy workshop or city centre tour	- Presentations of the end products
	Part 1-Presentation in national groups of the climate, environment, nature and landscapes landmarks of each country and how has influenced on people's culture and character	18:00 -Return to Málaga	16:00 -Hiking route: Visit to El Torcal natural park, a stunning karstic landscape awarded a Unesco world heritage site in 2016	17:30 -Catamaran cruise around Malaga bay	-Week evaluation and certificates
	-Volleyball/games at the beach or school	19:30 -Arrival in Málaga	18:00 -Return to Málaga		-Farewell Lunch at assembly room prepared by families and party
			19:00 -Arrival in Málaga		-Sevillanas dance workshop led by students Carmen Pérez and Carmen Rabaneda

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SATURDAY 23 Family Day

3. Learning programme

Activity 1: Welcome to school (Presentation from each school, warm-up activities)	
Learning methods:	Each country has got a 10-minute presentation of the climate, environment, nature and landscapes landmarks of each specific country. Also, the influence of these on the culture and people of the specific country. The students can use digital presentation aids such as pictures, videos and PowerPoint presentations.
Learning outcomes:	The students will practice both listening and talking in English while giving and partaking in each others' presentations. This will enable the students to learn more about each specific country's culture, climate, environment and people. The varied nationalities of the students will create a great cultural platform for the week for cooperation and discussions between the students. By standing up and making a presentation in front of other people will help the students build up their self-confidence.
Activity 2: Physical games (e.g. volleyball/games at beach or school)	
Learning methods:	The students will continue to work on getting to know each other while exercising games together. This will entail working in teams, competing against other teams and having fun while communicating in English/Spanish.

	Digitalization is integrated through the potential use of digital tools for organizing and coordinating the activities, e.g. WhatsApp.
Learning outcomes:	Teamwork, listening and speaking in English and Spanish, and developing communication skills and social competence in foreign languages. Socialising with peers from other countries will aid understanding, tolerance and openness between different cultures and backgrounds. Overall the ice-breaking activities are the basis for creating connections between the students and the basis for future cooperation and contact.

Activity 3: Tour in Granada: Albaycin the Old Arab district

Learning methods:	A tour of the Old Arab district, Albaycin, which will give the students a sense of the history of Granada while learning about an old culture with different traditions and get to explore this historical and cultural heritage.
Learning outcomes:	On the tour the students will train listening and comprehension skills. Be involved in cultural and historical environments leading to raised awareness and insights by comparing different cultural and historical backgrounds. The importance of preserving heritage and local history becomes apparent through an immersive learning experience shared with peers from other cultures and is an invaluable learning experience.

Activity 4 : Tour Alhambra and Generalife (in English and French)

Learning methods:	The students continue with a tour of Alhambra including Nasrid palaces, Alcazaba citadel and summer garden. The students will train listening and comprehension skills and cultivate research skills through observation. The tour will encourage cultural knowledge, the importance of preserving heritage in historical, cultural and nature environments.
Learning outcomes	An active awareness of the importance of culture and history and the spread of knowledge about past cultures and history to current day societies and students. The cultural heritage of one country is part of our common cultural heritage with similarities and differences. To understand and show tolerance and openness to different cultures students benefit from an understanding of the cultural heritage of the specific culture. The students will have a self-guided tour which encourages cooperation between the students to navigate and understand the information and assist each other with digital learning tools. The environments of the historical site and surrounding gardens will enhance the overall visit and give the students reflective time about the importance of environmental preservation and conservation and also enrich the students' intercultural competence.

Activity 5: Tour Dolmens of Antequera (Unesco world heritage site from 2016)

Learning methods:	The Dolmens, dating back approximately 6,000 years, are of great historical value and a Unesco world heritage site. Listening and comprehension skills required. Walking and spending time in nature.
Learning outcomes:	Understanding the fantastic history of the Dolmens, the culture, the society and strong leadership of that time combined with deep-rooted religious commitment of the people. The students will be reading about and listening

	to historical facts while physically experiencing the atmosphere of the Unesco site enhancing their learning and understanding.
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Activity 6: Tour Archidon, The Chapel Mosque/Hermitage of Our Lady of Grace

Learning methods:	The students will train listening and comprehension skills. The Church is built on the ruins of a Moorish Mosque dating back to the 9 th century.
Learning outcomes:	Historical information, cultural heritage at this religious site, students will learn about changes in society historically and culturally. The importance of preservation and education to share the history of previous societies. The students get an understanding for the history of the area dating back many centuries. Once again the students are developing language skills to further enhance communication between nationalities.

Activity 7: Walking tour: El Torcal Natural Park, Unesco world heritage site since 2016

Learning methods:	The students will have a chance to walk and talk while on the hiking route. Time to discuss, analyze and compare ancient historical societies and the value of historical and cultural preservation in the host country and in home countries.
Learning outcomes:	The students become very aware of the importance of natural environments in the world around us. Discussing with peers in English/Spanish cultural and historical locations/events from the different countries. Once again, the students are developing language skills to further enhance communication between nationalities.

Activity 8: Eco Workshop, Centre for Conservation of Marine and Coastal Species

Learning methods:	The students will actively partake in a workshop activity themed conservation of marine and coastal species. Students will be listening, reading and discussing about marine and coastal conservation.
Learning outcomes:	By taking part in the workshop, students can cooperate and have fun while learning more about the importance of actively working for the conservation of our common environments. Digital documentation of the activity can be used to document the workshop activity.

Activity 9: Eco workshop at the beach

Learning methods:	The students will actively partake in a workshop activity themed conservation of marine and coastal species at the beach. The students will get a hands-on experience based on the learning adventure at the Centre for Conservation of Marine and Coastal Species.
Learning outcomes:	The students will actively cooperate and further learn about the conservation of marine and coastal species on the Spanish coast. Working together, communicating in English/Spanish the students will discuss important environmental issues. These issues are comparable to the efforts being carried out in other European countries and their own home countries

	to enhance conservation and save our seas. For the natural science students this is a fantastic opportunity to learn about other environments and also see in reality, hands-on, how the environment affects marine life.
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Activity 10: Malaga Bay boat tour

Learning methods:	Students will get to see more marine and coastal species from the water while taking a boat tour in Malaga Bay. This will also give the students a chance to see Malaga from the water and get a feel for how important water/the seas are for our cities and lives. Time to socialize and discuss important environmental issues with peers and staff (using English and Spanish to communicate thoughts and ideas).
Learning outcomes:	Socialising and discussing common issues and sharing perspectives on our common environments. Getting a wider perspective on environmental issues which affect every person and country.

Activity 11: City centre tour

Learning methods:	The students will be make a city centre tour. The city centre tour will both promote active learning and encourage oral communication through shared experiences.
Learning outcomes:	Actively using language to partake in an activity with students from other countries, communicating and sharing information, thoughts, ideas and opinions. Cultural and historical aspects in the city tour open up for better understanding for others/tolerance and openness for other cultures, societies and peoples. This will foster cross-cultural understanding and enrich the students' cultural awareness. Digitalization is integrated through the use of multimedia resources during the activities.

Activity 12: Media literacy activity

Learning methods:	The students will be offered a media literacy workshop. The media literacy tour and will both promote active learning and encourage oral communication through shared experiences.
Learning outcomes:	Actively using language to partake in an activity with students from other countries, communicating and sharing information, thoughts, ideas and opinions. Cultural and historical aspects in the event open up for better understanding for others/tolerance and openness for other cultures, societies and peoples. This will foster cross-cultural understanding and enrich the students' cultural awareness. Digitalization is integrated through the use of multimedia resources during the activities.

Activity 13 : Presentations and international group discussions

Learning methods:	Students will make presentations (large canvas or cardboard painting with supporting pictures). Discussions of differences and similarities of nature and its influence on society. Discussing in English/Spanish, listening and understanding, negotiating, contrasting – developing a deeper understanding for our common environment.
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Learning outcomes:	All students will get a deeper understanding for our common environment with the positive and negative affects of our societies on the environment as seen by students from different nationalities. Discussions that start can continue even after the mobility ends by using social media/digital tools to stay in touch. The presentations at the end of the week will also offer an opportunity to summarise what the students have collectively learnt during the time together.
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Activity 14: Presentations and evaluation

Learning methods:	The students' presentations will be the final product of the week's mobility. Evaluation of the mobility. The students are to talk about their home cities and schools to prepare the Spanish students for a mobility in Sweden.
Learning outcomes:	The students will see the collective outcomes from the mobility and also partake in expressing opinion and making constructive criticism in the evaluation of the mobility. Students will have the opportunity to reflect over the week and the impact of the learning experience shared with peers and staff from different nationalities.

Activity 15 : Farewell party and Sevillanas dance workshop

Learning methods:	The farewell lunch takes place in the assembly room at the school. Time to strengthen friendships and collaboration and team building. We could taste typical food of the region, share good moments with music and also a Sevillanas dance workshop. The Principal of the school thanks the families for participating and the coordinator. The students are participating in the various activities related to the 40 th anniversary of IES Huelin. Each student has a certificate of mobility that they can use on Europass.
Learning outcomes:	A final day together to round off the mobility. The experience of local food and dance. The activity of Sevillanas dance workshops helps bond the friendships that have been made and also add another cultural experience to the mobility. Students can experience first-hand the dance culture of Malaga. Students can express gratitude to their host families and new-found friends in Spanish/English.

4. Accompanying persons

The following person(s) will accompany the participants and guide the learning activities:

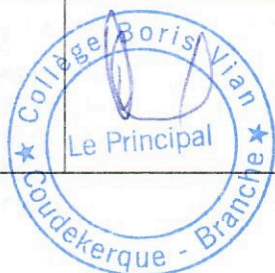
Full name:	Lucile BOURDON
Position or qualification :	Maths Teacher
Email:	bourdonlucile@yahoo.fr
Phone number(s):	+33624745935
Responsibilities:	Coordinator Erasmus+ responsible of accompanying the students

Full name:	Fabrice Tondeur
Position or qualification :	PE Teacher
Email:	erasmusborisvian@gmail.com
Phone number(s):	+33 679541587
Responsibilities:	Coordinator Erasmus+ responsible of accompanying the students

5. Signatures

The signatories confirm that the information in this document is correct and complete.

For sending organisation	
Full name:	Danièle DEKERVEL
Position:	Principal
Date and place :	2024-03-10 Coudekerque Branche
Signature:	



For hosting organisation	
Full name:	María Ángela Berjano RODRIGUEZ
Position:	Principal
Date and place :	2024-03-10 Malaga
Signature:	



Participants list

#	Full name	Organisation
1	DEBAVELAERE Tom	Collège Boris Vian
2	DEJONCKEERE Inahya	Collège Boris Vian
3	DELESTRAINT Louane	Collège Boris Vian
4	MACCACARI Enzo	Collège Boris Vian
5	MARTEEL Marine	Collège Boris Vian
6	PATRONELLA DECLERCK Louis	Collège Boris Vian
7	PELLETIER Célya	Collège Boris Vian
8	PYNTE Damian	Collège Boris Vian
9	VANHESSCHE Clotilde	Collège Boris Vian
10	WAGNIER Léo	Collège Boris Vian

Accompanying persons

#	Full name	Organisation
1	BOURDON Lucile	Collège Boris Vian
2	TONDEUR Fabrice	Collège Boris Vian

Signatures The signatories confirm that the participants list is correct and complete.

For sending organisation		For hosting organisation	
Full name:	Danièle DEKERVEL	Full name:	María Ángela Berjano RODRIGUEZ
Position:	Principal	Position:	Principal
Date and place:	2024-03-10 Coudekerque Branche	Date and place:	2024-03-10 Malaga
Signature:		Signature:	

